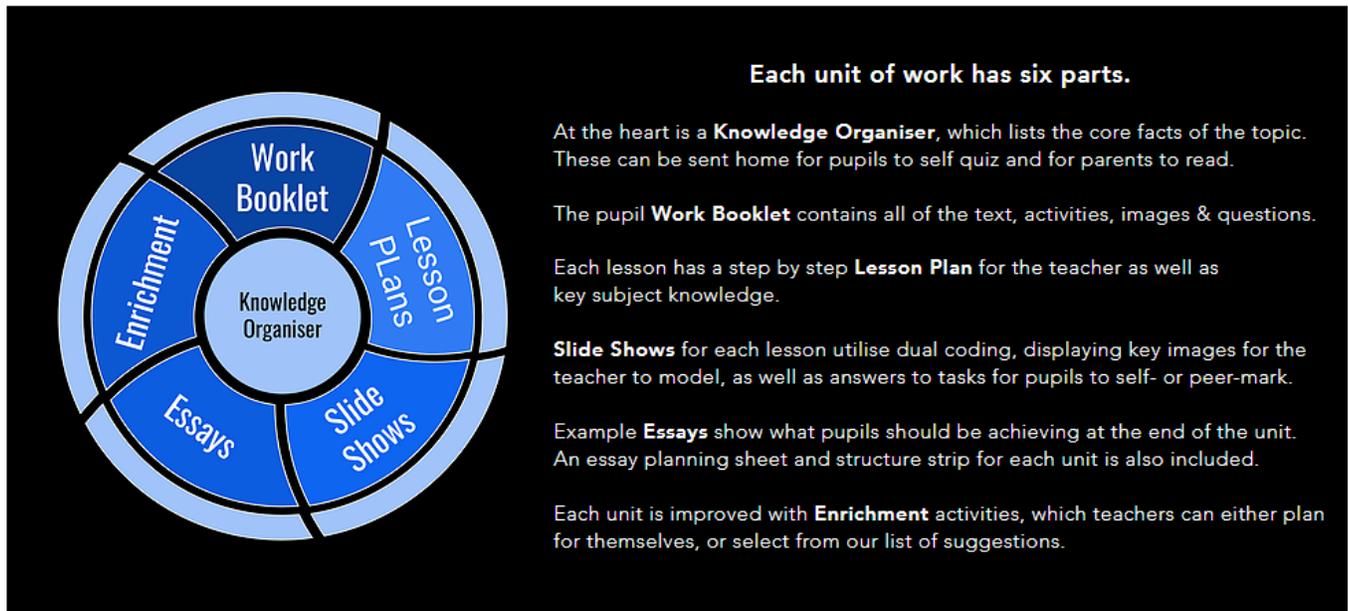


## Preamble

1. Over the last three years, Reach Academy has been developing a fully resourced, intelligently sequenced, knowledge-rich curriculum, informed by the best research evidence available.
2. These curriculum materials have been written exclusively by practising classroom teachers, assisted by subject experts, academics, senior leaders and leading educationalists.
3. Their design has been led by Jon Hutchinson, who gained a Masters in Educational Research from the University of Cambridge in 2018. Jon's thesis was on applying evidence from a wide range of fields to classroom practice. He currently tutors on a Masters in Expert Teaching programme.
5. The project is being overseen and led by Ed Vainker, Executive Principal, and Rebecca Cramer, Director of Education, at Reach Academy, who have a track record of securing outstanding results at a school serving an intake of children who are in the lowest deciles of the IDACI.
4. The curriculum has been constantly refined and reiterated our approach based on feedback from teachers who have taught the lessons. We will continue this feedback and refine cycle.
6. Materials are presented in a highly consistent approach, which we believe makes our curriculum coherent, as well as both scalable and easy to implement with minimal training.
7. We also believe that this approach serves to help train teachers in effective educational approaches as they teach.
8. Each unit is based on the following model:



<b>Knowledge Organiser</b>	<p>The knowledge organiser is the beating heart of each unit. The core content is meticulously curated and itemised to clarify the necessary (but not sufficient) knowledge necessary to develop a sophisticated schema for each unit of work. Over the course of the years, these knowledge organisers ensure that all pupils become 'culturally literate' (Hirsch, 1987) and have the opportunity to engage in 'powerful knowledge' (Young, 2013) A knowledge organiser acts as a planning, teaching and assessment tool. It provides complete clarity to leaders, teachers, pupils and parents about what is expected to be learnt and remembered by the end of the lesson, the unit, and in the long term.</p>
<b>Work Booklet</b>	<p>Each unit includes a work booklet which ensures that every lesson includes rich, challenging text, written at age appropriate level. Key graphics, images and diagrams are all included alongside the text. Questions and tasks break up the lesson, meaning pupils get regular opportunities to practice new learning, in line with Rosenshine's (2012) principles of effective instruction. The work booklet very clearly sets out the standard expected in terms of class work, ensuring high academic expectations of all pupils (Rosenthal &amp; Jacobson, 2008). Increasing the subject knowledge of teachers, especially non-specialists such as primary school teachers, is paramount as ("pedagogical) content knowledge" has been identified as the most important controllable factor associated with student outcomes (Coe et al, 2014). Furthermore, the workload of the teacher is considerably reduced, as the booklet is printed at the start of each half term, and then no further resourcing is required.</p>
<b>Quizzing</b>	<p>The benefit of retrieval practise is one of the most robust findings in cognitive psychology (Roediger &amp; Karpicke, 2006; Storm, Bjork &amp; Storm, 2010). Low stakes multiple choice quizzes are efficient, effective and motivating for pupils, whilst providing teachers with vital information about what pupils have misunderstood, and/or what they are struggling to remember. These questions can be easily recycled, utilising the spacing effect and ensuring content is retained in for the long term, and not forgotten soon after the lesson or unit has ended.</p>
<b>Lesson Plans</b>	<p>Each unit consists of six, carefully sequenced 'knowledge lessons', which can be contrasted with popular but ultimately less effective 'activity-based', 'enquiry- based', or 'discovery-based' lessons described by Kirschner, Sweller and Clark (2006) as "minimally guided instruction". In line with findings from cognitive load theory (Baddeley &amp; Hitch, 1974; Baddeley 1986; Rosenshine 2012; Sweller, 1988) lessons are chunked into small sessions of explicit teaching followed by regular opportunities for all children to think, apply and practice key skills and knowledge.</p>
<b>Slide Shows</b>	<p>Each lesson includes a slide show, to support the teacher in delivering the content of the lessons clearly and precisely. The slides aid pupil memory by making effect of 'dual-coding' (Paivio 1986; Mayer &amp; Moreno, 2003). The benefits of receiving explanations through both the visual and auditory channel is well established in the research literature. Not to be confused with the discredited learning styles approach, dual coding can improve the absorption of new knowledge without increasing extraneous cognitive load.</p>
<b>Essays</b>	<p>At the end of each unit, pupils write an extended essay. This ensures that pupils are able to synthesis and elaborate on all of the knowledge that they have acquired throughout the unit, whilst also setting them up for success in secondary school. The ability to reason, argue, persuade and consider multiple perspectives are crucial but ultimately domain specific, and so each essay allows these skills to be contextualised with the knowledge taught during the unit. Essays strengthen the storage strength of the material learnt, whilst helping knowledge to move from inflexible status to being more flexible.</p>

# Curriculum Map

The ReachOut curriculum currently covers history at key stage 2, and geography at key stage 2 and key stage 3. Topics have been set out in the following sequence.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Y3</b>	Prehistoric Britain	Villages, Towns and Cities	Shang Dynasty	Mountains, Volcanoes and Earthquakes	Ancient Greece	Water, Weather and Climate
<b>Y4</b>	Roman Britain	Rivers	Anglo-Saxons and Scots	Migration	Vikings	Natural Resources in Northern Chile
<b>Y5</b>	Benin Kingdom	Slums (Europe)	Medieval Monarchs	Biomes	Middle East	Energy and Sustainability
<b>Y6</b>	Industrial Revolution	Local Fieldwork	Civil Rights	Population	Twentieth Century Conflict	Globalisation
<b>Y7</b>	People, Cities and Wealth		Plate Tectonics		Weather, Climate and Ice	
<b>Y8</b>	The Development Gap		Tropical Rainforests		Fieldwork	
<b>Y9</b>	Renewable and Non-renewable energy		Rivers and Floods		Coasts and Climate Change	

## Lesson Elements

William cites three 'levels' of curriculum: the intended, the implemented and the enacted. As well as setting out the intended curriculum through our knowledge organisers, and the implemented curriculum through our work booklets, lesson plans and slides, we have also set out a number of 'lesson elements' which appear throughout each unit. Teachers can be trained and coached in each element, which included disciplinary skills as well as techniques aimed at enhancing long term retention of substantive knowledge.

Symbol	Strategy	Teacher should:	Pupil should:
	<b>Retrieval Practice</b>	<ul style="list-style-type: none"> <li>• Circulate the classroom as pupils complete questions.</li> <li>• Record/note common misconceptions.</li> <li>• Note pupils to celebrate for speedy recall.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions in silence.</li> <li>• Try and retrieve the answers from memory</li> <li>• Do not looking back at notes.</li> <li>• Self-mark or peer-mark at the end.</li> </ul>
	<b>Everybody Reads</b>	<ul style="list-style-type: none"> <li>• Manage a whole class reading session</li> <li>• Model reading aloud a sentence or two.</li> <li>• Call children's names, to indicate that they should read aloud a sentence or two, then switch.</li> <li>• Define key words as you encounter them.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the text with a ruler or finger and 'read along' with the person reading aloud..</li> <li>• Be ready to read aloud when name is called.</li> <li>• Ask if you are unsure of the meanings of any words.</li> </ul>
	<b>Find the answer.</b>	<ul style="list-style-type: none"> <li>• Read the question aloud.</li> <li>• Ask pupils to independently revisit the text, image or data to find the answer.</li> <li>• Reveal answer and ensure pupils self-mark or correct/edit their answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should know this is a straightforward retrieval task, with the answer in text.</li> <li>• They should reread and to search and find the answer or key information.</li> <li>• Self mark or edit incorrect answers.</li> </ul>
	<b>Tell The Story</b>	<ul style="list-style-type: none"> <li>• The teacher should use narrative to reveal a key events or processes.</li> <li>• This retelling should be performative, exciting, memorable and clearly sequenced.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and watch the teacher's story.</li> <li>• Volunteer to take part in the story as one of the characters.</li> <li>• Act out the story, repeating the key steps.</li> </ul>
	<b>Partner Talk</b>	<ul style="list-style-type: none"> <li>• Clearly state the question, problem or topic.</li> <li>• Scan to ensure all pupils actively engage in purposeful talk, with eye contact and turn taking.</li> <li>• Drop into conversations to correct/question/move on thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Turn and face your partner.</li> <li>• Repeat the question, problem or topic.</li> <li>• Review key information and vocabulary in the booklet.</li> <li>• Build on each others responses</li> </ul>
	<b>Analyse the Source</b>	<ul style="list-style-type: none"> <li>• Display the source on the board.</li> <li>• Model looking closely/reading carefully</li> <li>• Think out loud to model making links with your own background knowledge and the booklet.</li> </ul>	<ul style="list-style-type: none"> <li>• Look closely at the source.</li> <li>• Annotate it if helpful.</li> <li>• Link back to information in the booklet and in your own background knowledge</li> </ul>
	<b>Disciplinary Thinking</b>	<ul style="list-style-type: none"> <li>• Clearly read the question and give the pupils a set amount of time to independently answer.</li> <li>• Explain that pupils will need to justify their response with evidence/reasoning.</li> <li>• Circulate to spot misconceptions and address.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the question carefully.</li> <li>• Use background knowledge to write a full answer, justifying the response.</li> <li>• Be ready to share the answer you've written.</li> <li>• Edit and improve answer based on feedback.</li> </ul>
	<b>Plot The Data</b>	<ul style="list-style-type: none"> <li>• Provide pupils with some data which they need to organise graphically.</li> <li>• Model the first step, or explain/scribe the steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at all of the given data carefully.</li> <li>• Record it in the set format (e.g. a graph or a timeline).</li> </ul>
	<b>Everybody Writes</b>	<ul style="list-style-type: none"> <li>• Explain to pupils that they need to give a written response.</li> <li>• May need to model an example, a sentence opening, or jot key words.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should provide a written response to a question.</li> <li>• This could be a word, full sentence or paragraph</li> <li>• Use technical vocabulary where possible.</li> </ul>
	<b>Redraft</b>	<ul style="list-style-type: none"> <li>• Display a great example of written work from a pupil, or a common mistake.</li> <li>• Explain what is great/waek about the answer.</li> <li>• Ask pupils improve their answer accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Look carefully at the displayed answer.</li> <li>• Discuss/consider what is great/weak about it.</li> <li>• Compare to your own answer.</li> <li>• Edit your own response to improve it.</li> </ul>
	<b>Debate It</b>	<ul style="list-style-type: none"> <li>• Present a 'motion' for pupils to either support or oppose,</li> <li>• Facilitate either a formal or informal debate.</li> <li>• Probe and challenge pupils' assertions</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should choose to either support or defend.</li> <li>• Select reasons and evidence from the text and/or their own knowledge</li> <li>• Respond to challenges from peers.</li> </ul>
	<b>This Reminds Me</b>	<ul style="list-style-type: none"> <li>• Make explicit a link to a previous topic which shares a similar/contrasting theme, concept, person or event.</li> <li>• Ask pupils to make a link between this topic and something studied in a previous unit of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be encouraged to make links from previous units and share these with the class.</li> <li>• Pupils should explain how previous learning links.</li> <li>• They should give reasons for why they think that there are similarities/differences between times.</li> </ul>

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